

against Iraq. Even now, few have ventured post mortem analyses of the momentous episode sidetracked by his toric impeachment coverage.

Billions spent, lives lost and risked, measured against the efficacy of modern warfare have gone virtually unchallenged in America's press, much less the President's ulterior political benefits accumulated throughout the exchange.

His Holiness Pope John Paul II was right to seize the occasion of a St. Louis visit to chastise Bill Clinton's handling of Iraq. More than 2 months having passed since Operation Desert Fox, it remains unclear who stands the victor.

The coincident timing of impeachment-eve air strikes fueled rampant speculation about President Bill Clinton's motives, drawing indignant insistence by the White House U.S. national security was the singular interest. Today, the Pope finds himself among an ever-growing crowd of Americans unconvinced the missile attack was an absolute necessity, and with the settling dust comes clarification of the uneasy truth, Saddam Hussein remains in power.

This fact controverts the December 17, 1998, call by Congress to finish the job. On a near unanimous vote, 221 Republicans, 195 Democrats and one Independent adopted a resolution in support of our troops in Desert Fox. Congress also included in the measure a bold policy statement "to remove the regime headed by Saddam Hussein from power in Iraq and to promote the emergence of a Democratic government to replace that regime."

However, one day into Desert Fox, Defense Secretary Cohen confessed before a closed assembly of this House our plans did not include undermining Saddam's dictatorship. "The objective of the attack," he admitted, "is to go after those chemical, biological or weapons of mass destruction sites to the extent that we can."

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A Congressman followed up, "Why not go after him if that's what the problem is?"

Cohen replied, "We have set forth our specific targets, and that's what we intend to carry out." Across the Atlantic, British Defense Minister Robertson delivered the consonant line to members of parliament, "It's not our objective to remove Saddam Hussein from power."

Coupled with the historic record of Clinton's Iraq policy, his eagerness to launch missiles while neglecting chief U.S. objectives adds plausibility to the pontiff's skepticism. The President's stubborn devotion to the failing policy of containment has yielded little more than prolonged hardship for Iraq's 22 million civilians and unneeded strain on precarious international relationships.

Clearly the President's precipitous policy in Iraq obviates the need for it to be replaced by a serious one designed to legitimately achieve genuine U.S. objectives. Meanwhile, the absence of such a policy should compel even tepid curiosity among the media as to what Clinton had hoped to achieve, if not well-established U.S. objectives.

Pundits and editorial writers of virtually every country except the United States have proffered cogent opinions fairly impugning the motives of our Commander in Chief. A day into Desert Fox, one member of Britain's parliament, aligned with Clinton's parallel political party, I might add, even admonished his colleagues in formal session, "After all, we're not being led into battle by Richard the Lion-Hearted but by William the liar."

Here at home, however, it was just too troubling to contemplate another scandal, especially when TV production trucks had already secured their coveted parking spaces outside the Capitol.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mr. PEASE). The gentleman from Colorado will suspend.

The Chair must caution all Members to abstain from addressing the President in terms or language personally offensive as by applying to him pejorative labels or attributing to him unworthy motives.

The gentleman may continue.

Mr. SCHAFFER. An odd blend of serendipity and irony, the Senate's arraignment of Clinton's folly captivated the media attention so completely as to conceal what may prove the proportionate diversionary scandal of Desert Fox. But with no sex, cigars, stained dresses or Jane Doe's, who could possibly maintain interest for that long?

John Paul II, of course, is not in the business of ratings, advertising, market share, circulation and amusement. His concern is for the truth, human dignity and peace, and that is the reason he scooped the American media on this one.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. The Chair again cautions all Members to abstain from addressing the President in terms or language personally offensive as by applying to him pejorative labels or attributing to him unworthy motives.

SPECIAL EDUCATION FUNDING

The SPEAKER pro tempore. Under the Speaker's announced policy of January 6, 1999, the gentleman from Pennsylvania (Mr. GOODLING) is recognized for 60 minutes as the designee of the majority leader.

Mr. GOODLING. Mr. Speaker, this evening we are taking a special order to talk about the number-one unfunded mandate from the Federal Government to the States and to local school districts.

Twenty-three years ago, the Congress made the historic decision to support children and families with special education needs. In passing the Individuals with Disabilities Education Act, the Congress not only brought Federal aid to children with disabilities but it also brought a 100 percent mandate as to how you will spend that money.

Just 2 years ago, Congress and the administration worked together in true bipartisan fashion to reauthorize the Individuals with Disabilities Education Act or better known as special ed, so children with special needs can have more options and services.

I might add at this point that we are still waiting, 2 years later, for the regulations that are supposed to go with this legislation which certainly would help local school districts to know exactly what is expected of them. Unfortunately, the administration has again backed away from the Federal commitment to adequately fund special education. This is the second year in a row that the administration has cut special education funding in the budget that they have sent up to Capitol Hill. They have a tiny increase, they indicate, but if you talk about the increase in inflation and the 123,000 extra students that come into the program each year, you discover that, as a matter of fact, 2 years in a row, the administration has cut special education.

Now, what was promised by the former majority 23 years ago was that the Federal Government, sending the 100 percent mandate, would send 40 percent of all the money that it would take for excess costs to educate a special needs youngster versus educating another youngster. Let me give my colleagues an example.

If in your district you are spending \$8,000 a year per pupil and you are spending, on the other hand, for special need youngsters \$16,000 a year, then the difference, of course, would be \$8,000. If they got 40 percent of that \$8,000 from the Federal Government, they would get \$3,200 extra for educating a special needs child. Well, when I became chairman, they were sending 6 percent. In other words, they were sending \$480, not \$3,200.

And in spite of the fact that the President has, in the budget that has come up, has decreased spending for special ed, the Republican majority in the last 3 years has been able to increase by \$2 billion the amount of money that is now going for special education. For the first time this year, local school districts will be able to decrease the amount of money they must spend from their budget in order to fund our mandate from the Federal

level. So there is a big gap, a big gap here as to what should be going out from the Federal Government if we were true to our promise of 40 percent of excess cost versus what is going out.

As I said, in our last 3 years with a new leadership, with a Republican leadership in the House, we were able to move that 6 percent up to about 12 percent. Now, what does this mean to a local school district? It means that a local school district has to raise money, generally through property taxes, in order to support the Federal mandate in special education. Let me give my colleagues just one illustration.

The City of York, which is about 49,000 people, at the present time they receive \$363,000. If they received their 40 percent of excess cost, they would receive almost \$1.5 million. If you want to talk about pupil-teacher ratio, which the administration wants to talk about, if you want to talk about repairing school buildings, which the administration wants to talk about, all of those things are things that, of course, we believe are important as Republicans. But the way to do it is fund special ed. Then they have the money locally to do all of those things. Can you imagine how far school districts have gotten behind in school maintenance because they have had to raise millions of dollars as a matter of fact to fund the mandate from the Federal level?

So I hear things are improving. Yesterday, I was told that the governors made a real point to the administration. The administration seemed to be surprised. They did not realize this problem existed.

Now I have spoken to many members of the administration, including the President, on numerous occasions pointing out this problem. In fact, after we signed the higher ed bill last year, I said to the President, we really have to tackle this special ed problem; and he said, well, we are pouring lots of money into special ed. I said, Mr. President, your budget cut special ed that you have sent up to the Hill. And, of course, it happened again this year.

I have told the Secretary over and over and over again, we have to deal with this. I just learned today that perhaps the minority leader of the House said that this is his number-one priority. It only took me 24 years to get that to be a number-one priority on that side of the aisle. Because for 20 years in the minority, that is all I ever said to them over and over again: Fund this mandate before you send out any more mandates.

So some good things take time. This apparently took 24 years. My hope is that they are serious, because we positively have to get relief back to the local districts so that they, in turn, can do the maintenance things, so that they, in turn, can pour money into all the other students that they have rath-

er than having to raise property taxes in order to fund a Federal mandate.

I noticed we have some others here who I am sure want to talk about this issue. I yield to the gentleman from Georgia (Mr. NORWOOD), a member of our committee who has heard me preach this sermon so many times he is probably tired of hearing it.

Mr. NORWOOD. Mr. Speaker, I thank the gentleman from Pennsylvania for taking time really to hold this public discussion of the Individuals with Disabilities Education Act. Many people at home know it as IDEA. I must say that when I talk to teachers back home and school superintendents back home, this is one of the greatest topics of concern.

In many cases, many of the younger, newer teachers think all of a sudden in the last few years we invented IDEA, which is not the case, of course. It was passed in 1975. When we took, the Republicans took control of Congress, we tried to deal with some of the discipline problems, just 2 years ago, that are occurring in IDEA, so this is sort of new news to youngsters who are just out of college and just started teaching.

Let me begin by stating that I doubt that there can be a more important job in America than teaching our children. I do not know what it would be. This is especially true of our special education teachers. Education for those with disabilities allows all of our children to have the opportunity to learn and succeed. Ensuring that all of our children have a safe and orderly environment in which to learn must be and is a top priority.

Most every teacher I have talked to about IDEA brings up the problem, Mr. Speaker, of classroom discipline. Teachers tell me that there is a great double standard that exists when disciplining disabled students. For instance, a nondisabled student who brings a gun to school can face a much stronger disciplinary action than a disabled child who engages in that very same activity.

Mr. Speaker, we need to make sure that our teachers and students are protected in the classroom while at the same time ensuring that disabled students are fairly treated. This is critical if we are going to make sure that our children, disabled and nondisabled, have a good learning environment, a good order at their schools. Learning will soon become a casualty if it has not already if we do not do this. And soon enough our children will become economic casualties if they do not learn well.

I believe that we should trust our teachers to determine who should be in the classroom. They will know firsthand which students are discipline problems and which students are just having a hard time reading up to their grade level. They will know how to

deal compassionately with those students with disabilities who, because of their disability, may be disrupting the classroom experience of others. We can and should provide a good education for all without putting our teachers in this untenable position.

In addition, I want to speak a minute about this unfunded mandate that the gentleman from Pennsylvania was talking about. We have since 1975 mandated to our States that they do certain things at the school districts. The same law that mandated what our special education teachers have to do said we, the Federal Government, will fund that. We will pick up 40 percent of the tab. You at home pick up 60 percent of the tab.

That simply has not been the case. It has been only under the gentleman's leadership over the last 4 years, Mr. Speaker, that we have finally gotten the funding level up to 12 percent. That is a long, long way from 40 percent. Now, what does that mean? That means people at home who are paying property taxes that go to their schools who want to use that money to add new teachers do not have it because they are funding special education.

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If we want to use that money for bricks and mortars, which we should do at home to build new schools, we do not have it because it is going to special education, and the Federal Government is just simply not keeping its word, and I will yield back after making one point:

My great State of Georgia, for example, is a perfectly good example. We received almost \$54 million as part of this mandated special education money. But had we received what the law required, it would have been over \$276 million. We received \$54 million. By law, we should have received \$276 million.

Mr. Speaker, we can fix a lot of roofs in Georgia, and we can hire a whole lot of teachers back in Georgia if the Federal Government will do what you are trying to get them to do and fund their fair share.

In 1975, Congress passed the Education for All Handicapped Children Act, commonly known as P.L. 94-142. The Act built upon previous legislation to mandate that all States provide a Free Appropriate Public Education (FAPE) to all disabled children by 1978.

P.L. 94-142 established the federal commitment to provide funding aid at 40% of the average per pupil expenditure to assist with the excess costs of educating students with disabilities.

Historically, the appropriations for IDEA have not come close to reaching the 40% level. Federal funding has never risen above 12% of the cost. Going into the 104th Congress, the federal government was only paying about 7% of the average per pupil expenditure.

Since the Republicans took control of the Congress, IDEA appropriations have jumped

dramatically. Since 1995, funding for IDEA has risen over 85%. The more than \$1.4 billion funding increase since FY1996 demonstrates our continued commitment to help States and school districts provide a free, appropriate public education to children with disabilities.

We are now paying 12% of the average per pupil expenditure.

The Congressional Research Service estimates that over \$14 billion would be needed to fully fund Part B of IDEA. The FY1999 appropriation for Part B was \$4.3 billion, leaving States and locals with an unfunded mandate of nearly \$10 billion.

Local school districts currently spend on average 20 percent of their budgets on special education services. Much of this goes to cover the unpaid Federal share of the mandate.

In my district, the Richmond County School District receives \$1,176,260. If IDEA were fully funded, this school district would receive \$6,027,156, an increase of \$4,850,900.

President Clinton proposes to level fund IDEA for FY2000. Under his budget request, the federal government would cut the Federal contribution to approximately 11 percent in FY 2000.

Considering that the number of children with disabilities is projected to increase by 123,000 from 1999 to 2000, the President's budget request actually cuts funding for children with disabilities from \$702 dollars per child in FY1999 to \$688 dollars per child in FY2000.

The President continues to ignore this unfunded mandate on States and local school districts by requesting no increase in funds for grants to States for providing assistance to educate children with disabilities.

The President has proposed creating a myriad of new Federal programs, which all do good things.

But I think that before we create new programs out of Washington, the Congress needs to ensure that the Federal government lives up to the promises it made to the students, parents, and schools over two decades ago.

Once the Federal government begins to pay its fair share, local funds will be freed up, allowing local schools to hire and train high-quality teachers, reduce class size, build and renovate classrooms, and invest in technology.

We can both ensure that children with disabilities receive a free and appropriate public education and ensure that all children have the best education possible if we just provide fair Federal funding for special education.

COMPARISON OF SUBSTATE IDEA GRANTS AND MAXIMUM GRANTS ¹—GEORGIA

LEA Name	Reported FY95 grant	Maximum FY95 grant	Difference between reported and maximum grant
School district:			
Appling County	151,600	777,000	625,400
Atkinson County	33,100	169,400	136,300
Atlanta City	1,500,700	7,689,400	6,188,700
Bacon County	84,200	431,300	347,100
Baker County	25,100	128,400	103,300
Baldwin County	237,800	1,218,500	980,700
Banks County	71,100	364,500	293,400
Barrow County	267,200	1,369,100	1,101,900
Bartow County	412,800	2,115,300	1,702,500
Ben Hill County	89,800	460,400	370,600
Berrien County	115,900	593,900	478,000
Bibb County	1,162,900	5,958,500	4,795,600
Bleckley County	100,500	515,100	414,600
Brantley County	143,000	732,500	589,500

COMPARISON OF SUBSTATE IDEA GRANTS AND MAXIMUM GRANTS ¹—GEORGIA—Continued

LEA Name	Reported FY95 grant	Maximum FY95 grant	Difference between reported and maximum grant
Bremen City	61,800	316,600	254,800
Brooks County	111,200	569,900	458,700
Bryan County	130,300	667,500	537,200
Bullock County	68,800	326,900	263,100
Burke County	321,600	1,648,100	1,326,500
Burke County	116,600	597,300	480,700
Butts County	101,200	518,600	417,400
Calhoun City	79,800	409,000	329,200
Calhoun County	50,400	258,400	208,000
Camden County	262,700	1,345,900	1,083,200
Candler County	52,400	268,700	216,300
Carroll County	729,700	3,739,000	3,009,300
Carrollton City	12,300	883,100	710,800
Cartersville City	81,500	417,600	336,100
Catoosa County	253,800	1,300,700	1,046,900
Charlton County	74,800	383,400	308,600
Chatham County	1,337,800	6,854,800	5,517,000
Chattahoochee County	25,700	131,800	106,100
Chattooga County	141,600	725,600	584,000
Cherokee County	802,600	4,112,500	3,309,900
Chickamauga City	33,700	172,900	139,200
Clarke County	484,000	2,479,800	1,995,800
Clay County	16,700	85,600	68,900
Clayton County	2,515,200	12,887,800	10,372,600
Clinch County	76,500	391,900	315,400
Cobb County	2,996,700	15,355,300	12,358,600
Coffee County	323,000	1,654,800	1,331,800
Colquitt County	280,900	1,439,300	1,158,400
Columbia County	404,800	2,074,200	1,669,400
Commerce City	58,500	299,500	241,000
Cook County	107,900	552,800	444,900
Coweta County	517,700	2,652,700	2,135,000
Crawford County	76,500	391,900	315,400
Crisp County	316,700	1,622,700	1,306,000
Dade County	81,200	415,900	334,700
Dalton City	311,700	1,596,900	1,285,200
Dawson County	72,500	371,400	298,900
De Kalb County	3,129,700	16,036,600	12,906,900
Decatur City	127,900	655,500	527,600
Decatur County	196,100	1,004,600	808,500
Dodge County	95,200	487,800	392,600
Dooly County	51,800	265,300	213,500
Dougherty	791,000	4,052,900	3,261,900
Douglas County	665,300	3,409,100	2,743,800
Dublin City	129,600	664,000	534,400
Early County	90,200	462,100	371,900
Echols County	20,000	102,700	82,700
Effingham County	212,100	1,086,700	874,600
Elbert County	142,000	727,400	585,400
Emanuel County	180,400	924,200	743,800
Evans County	69,100	354,300	285,200
Fannin County	108,600	556,200	447,600
Fayette County	534,400	2,738,300	2,203,900
Floyd County	346,700	1,776,400	1,429,700
Forsyth County	320,600	1,643,000	1,322,400
Franklin County	174,000	891,600	717,600
Fulton County	1,798,600	9,216,000	7,417,400
Gainesville City	99,200	508,300	409,100
Gilmer County	84,200	431,300	347,100
Glacook County	22,400	114,700	92,300
Glynn County	583,900	2,991,800	2,407,900
Gordon County	248,200	1,271,600	1,023,400
Grady County	178,000	912,200	734,200
Greene County	118,900	609,300	490,400
Gwinnett County	2,390,100	12,246,900	9,856,800
Habersham County	219,400	1,124,400	905,000
Hall County	636,900	3,263,700	2,626,800
Hancock County	66,800	342,300	275,500
Haralson County	115,200	590,400	475,200
Harris County	126,300	646,900	520,600
Hart County	142,600	730,800	588,200
Heard County	88,800	455,200	366,400
Henry County	435,200	2,229,900	1,794,700
Houston County	595,900	3,037,800	2,441,900
Irwin County	90,200	462,100	371,900
Jackson County	237,500	1,216,800	979,300
Jasper County	79,800	409,000	329,200
Jeff Davis County	89,500	458,700	369,200
Jefferson City	56,100	287,400	231,300
Jefferson County	148,000	758,200	610,200
Jenkins County	56,400	289,200	232,800
Johnson County	66,800	342,300	275,500
Jones County	118,200	605,800	487,600
Lamar County	74,500	381,600	307,100
Lanier County	40,100	205,400	165,300
Laurens County	274,200	1,404,900	1,130,700
Lee County	118,900	609,300	490,400
Liberty County	227,800	1,167,200	939,400
Lincoln County	105,900	542,500	436,600
Long County	41,400	212,200	170,800
Lowndes County	542,200	2,778,300	2,236,100
Lumpkin County	122,200	626,300	504,100
Macon County	67,800	347,400	279,600
Madison County	205,400	1,052,500	847,100
Marietta City	282,900	1,449,600	1,166,700
Marion County	55,100	282,400	227,300
McDuffie County	125,600	643,500	517,900
McIntosh County	43,400	222,500	179,100
Meriwether County	187,000	958,400	771,400
Miller County	42,400	217,300	174,900
Mitchell County	104,500	535,700	431,200
Monroe County	134,600	689,700	555,100

COMPARISON OF SUBSTATE IDEA GRANTS AND MAXIMUM GRANTS ¹—GEORGIA—Continued

LEA Name	Reported FY95 grant	Maximum FY95 grant	Difference between reported and maximum grant
Montgomery County	45,100	231,000	185,900
Morgan County	109,900	563,100	453,200
Murray County	201,400	1,032,000	830,600
Muscogee County	1,281,200	6,564,700	5,283,500
Newton County	421,800	2,161,500	1,739,700
Oconee County	135,300	693,100	557,800
Oglethorpe County	106,500	545,900	439,400
Paulding County	317,600	1,627,600	1,310,000
Peach County	108,200	554,500	446,300
Pelham City	53,800	275,500	221,700
Pickens County	98,500	504,900	406,400
Pierce County	96,200	492,900	396,700
Pike County	54,800	280,700	225,900
Polk County	196,400	1,006,300	809,900
Pulaski County	63,800	326,900	263,100
Putnam County	93,200	477,500	384,300
Quitman County	22,000	113,000	91,000
Rabun County	72,500	371,400	298,900
Randolph County	56,800	290,900	234,100
Richmond County	1,176,300	6,027,200	4,850,900
Rockdale County	396,100	2,029,700	1,633,600
Rome City	192,100	984,100	792,000
Schley County	18,400	94,100	75,700
Screven County	108,200	554,500	446,300
Seminole County	50,400	258,400	208,000
Social Circle City	40,400	207,100	166,700
Spalding County	525,000	2,690,400	2,165,400
Stephens County	148,300	755,900	611,600
Stewart County	26,100	133,500	107,400
Sumter County and Americus City	175,000	896,800	721,800
Sumter County	0	0	0
Talbot County	43,100	220,800	177,700
Taliaferro County	4,700	24,000	19,300
Tattnall County	81,800	419,300	337,500
Taylor County	48,100	246,400	198,300
Telfair County	68,100	349,100	281,000
Terrell County	91,900	470,600	378,700
Thomas County	408,700	2,094,000	1,685,300
Thomasville City	151,000	773,600	622,600
Tift County	300,600	1,540,300	1,239,700
Toombs County	95,200	487,800	392,600
Towns County	36,700	188,300	151,600
Treutlen County	38,100	195,100	157,000
Trion City	31,400	160,900	129,500
Troup County	543,100	2,782,800	2,239,700
Turner County	72,800	373,100	300,300
Twiggs County	40,100	205,400	165,300
Union County	87,800	450,100	362,300
Upson County	157,600	807,800	650,200
Valdosta City	231,100	1,184,300	953,200
Vadalia City	57,400	294,400	237,000
Walker County	309,300	1,584,800	1,275,500
Walton County	269,200	1,379,400	1,110,200
Ware County	294,300	1,507,800	1,213,500
Warren County	72,100	369,700	297,600
Washington County	99,500	510,000	410,500
Wayne County	140,600	720,500	579,900
Webster County	11,400	58,200	46,800
Wheeler County	42,400	217,300	174,900
White County	93,500	479,200	385,700
Whitfield County	320,000	1,639,500	1,319,500
Wilcox County	46,100	236,200	190,100
Wilkes County	102,200	523,700	421,500
Wilkinson County	73,100	374,800	301,700
Worth County	140,900	722,200	581,300
Other:			
Department of Education	1,544,400	7,913,400	6,369,000
Atlanta Area School for the Deaf	64,100	328,600	264,500
Georgia Academy for the Blind	163,700	838,700	675,000
Georgia School for the Deaf	40,100	205,400	165,300
Southwestern Hospital	20,700	106,100	85,400
Brook Run Hospital	7,300	37,700	30,400
Gracewood Hospital	9,700	49,600	39,900
Central State Hospital	26,700	136,900	110,200
Georgia Mental Health Institute	13,400	68,500	55,100
Appalachian Wilderness Camp	7,300	37,700	30,400
F.D. Roosevelt Wilderness Camp	13,400	68,500	55,100
Georgia Regional—Atlanta	8,400	42,800	34,400
Georgia Regional—Savannah	4,700	24,000	19,300
Georgia Regional—Augusta	1,000	5,100	4,100
River's Crossing	5,700	29,100	23,400
Northwest Georgia Regional Hospital	12,400	63,300	50,900
West Central Georgia Regional Hospital	5,300	27,400	22,100
Georgia State University	27,500	140,900	113,400
University of Georgia	73,900	378,600	304,700
Dept. of Corrections	22,700	116,400	93,700
Dept. of Children & Youth Services	25,400	130,100	104,700
Central Savannah River Area Center	132,600	679,400	546,800
Chattahoochee-Flint Reservation	0	0	0
Coastal Plains Reservation	115,900	594,000	478,100

COMPARISON OF SUBSTATE IDEA GRANTS AND MAXIMUM GRANTS¹—GEORGIA—Continued

LEA Name	Reported FY95 grant	Maximum FY95 grant	Difference between reported and maximum grant
First District Resa	527,300	2,701,900	2,174,600
Griffin Resa	116,000	594,200	478,200
Metro Resa	549,400	2,815,200	2,265,800
Middle Georgia Resa	0	0	0
North Georgia Resa	131,000	671,300	540,300
Northeast Georgia Resa	342,800	1,756,400	1,413,600
Northwest Georgia Resa	424,300	2,174,100	1,749,800
Oconee Resa	248,300	1,272,200	1,023,900
Okfenokee Resa	256,400	1,314,000	1,057,600
Pioneer Resa	726,700	3,723,500	2,996,800
Southwest Georgia Resa	0	0	0
West Georgia Resa	145,000	743,000	598,000
Heart of Georgia Resa	0	0	0
Total	53,920,900	276,291,000	222,370,100

¹ Maximum grants were calculated by multiplying reported grants by 5.124 (rounded to the nearest \$100; totals subject to rounding). Data are for FY1995, based on GEPA data.

Source: Prepared by CRS.

IDEA—PART B APPROPRIATIONS

(FY1995–FY2000)

Fiscal year	President's budget request	Final appropriation	Difference—increase under Republican Congress
1997	\$2,603,247,000	\$3,109,395,000	\$506,148,000
1998	3,248,750,000	3,801,000,000	552,250,000
1999	3,810,700,000	4,310,700,000	500,000,000
2000	4,314,000,000		

Mr. GOODLING. Mr. Speaker, I see one of the subcommittee chairs from California is here, and I yield to that subcommittee chair, the gentleman from California (Mr. McKEON), at this particular time.

Mr. McKEON. Mr. Speaker, I would like to commend the gentleman for the leadership that he has shown in bringing this issue to the fore. I think people are now starting to hear, and hopefully we will be able to improve the Federal government's action on this issue. I would like to join with you and my other colleagues in calling for the President to fulfill our obligation to our Nation's neediest children, those with disabilities.

Mr. Speaker, for too long Washington has shirked its responsibility to provide our local school districts with the funds necessary to carry out the expensive Federal mandate created with the enactment of the Individuals with Disabilities Education Act more than two decades ago. Time and again we hear that our States and our schools must sacrifice other educational programs and services in order to serve students with special education needs.

Nationally, on average, local school districts spend 20 percent of their budgets on special education. In my home State of California, the cost of educating an estimated 610,000 children with disabilities is a staggering \$3.3 billion. But the Federal Government contributes only \$413 million, which translates to only 12½ percent of the total cost.

Even more alarming is the impact of this Federal mandate on our local school districts. For example, the Federal Government picks up only 3 per-

cent of the estimated \$7.6 million price tag for educating the nearly 1,200 children with disabilities in the William S. Hart High School District, the district I served on as a member of the school board for 9 years. If they picked up the other 37 percent that they said they would do when they created this mandate, that would mean \$2.8 million to that school district. I guarantee you that would go a long way toward building schools and hiring teachers and doing the other things that are now going lacking because of this Federal mandate.

And in the Los Angeles Unified School District, which covers part of my district, if the Federal Government fully funded its IDEA obligation, L.A. Unified would receive about \$95 million more. Let me repeat that. They would receive \$95 million more.

Since 1995, this Republican Congress has worked hard to fulfill our duty to our schools and our children to provide the 40 percent of the average per pupil expenditure that was promised by the Congress. Prior to the 104th Congress, the Federal Government was only paying 7 percent of the cost. Today, we are paying approximately 12 percent. This represents an 85 percent increase over all in the IDEA funding, but we still have a long way to go.

Last Congress, Mr. Speaker, I cosponsored H. Res. 399 which expressed the sense of the House that fully funding IDEA programs should be given the highest priority when doling out Federal education dollars. I was very pleased when the House unanimously adopted this resolution last summer. The passage of this resolution was important because it symbolized the House's commitment to fund existing education programs at levels the law requires.

In contrast, the President has level funded, which is a cut, and remember how we got beat up on school lunches when we increased the funding over 4 percent? We were accused of killing the school lunch program, and here the President has come up with just level funding, and we know what that refers to in the way of a cut.

I believe before we look at creating new programs with new Washington mandates, we need to ensure that the Federal Government lives up to the promise it made to the students, parents and schools over two decades ago, and I am not the only one who thinks so. In fact, during the recent National Governors' Association Conference here in Washington, Maryland's Democrat Governor, Parris Glendening, stated, and I quote:

Several of the Governors were urging, I think with great merit, that before we start these new programs, let's make sure that the ones that are on the board, such as special education, are fully funded.

If the President would first fund the special education mandate, our States

and local school districts would have the funds to do the things the President proposes such as building new schools, building more computers, ensuring accountability. All of these things could be done without new Federal mandates if we just would live up to the mandates that we have already made. This Congress will continue to provide fair Federal funding for special education so in the end we can improve education for all of our children.

Mr. GOODLING. Mr. Speaker, I think the gentleman from Kansas (Mr. MORAN) is having some of the similar problems back in his district. I yield to the gentleman from Kansas.

Mr. MORAN of Kansas. Mr. Speaker, I thank the gentleman for allowing me the opportunity of raising this issue. It is an important one.

For almost a quarter of a century the Federal Government has assisted in the education of our children with disabilities, and for almost that same quarter of a century the Federal Government has failed to meet its obligations.

The Individuals with Disability Education Act was first enacted in 1975. At that time, Congress promised to help States and local districts pay for special education by funding 40 percent of the national average per pupil expenditures. Unfortunately, the Federal Government has never even been close to meeting this mandate.

Currently, Kansas gets 10 percent from the Federal Government for funding special education. In actual dollar amounts, this means that while combined State and local expenditures for special education equal \$420 million, the Federal Government provides the State with only \$38 million. If the Federal Government would meet its obligation, Kansas would receive approximately \$160 million from the Federal Government level for special education costs. At least \$120 million would be freed up by that change on the State and local level, would be freed up on the State and local level for use for other education purposes.

A Kansas school on the average uses 17 percent of its budget for special education. In my own community, the Hays School District receives \$146,540 in Federal funds. If IDEA was fully funded, the school district would receive \$750,686, an increase of over \$600,000. Schools in my area of Kansas cannot afford to put almost one-fifth of their entire budget into this Federal mandate, special education.

Our schools are already financially strapped. Forced to pay the Federal government's share of special education, the burden becomes so great that other programs and needs are pushed aside. Schools are not maintained properly, teachers do not get hired, and classroom materials do not get purchased.

The schools, teachers and administrators in my districts are bending

over backwards to assist students with their special needs. They are helping these children, but the Federal Government is not. The Federal Government is not meeting its obligation to these children, nor is it meeting its obligation to all students in elementary and secondary schools across the country.

The funding of special education is important to me. I have lived with this issue during my 8 years as a member of the Kansas State Legislature. For each and every year, we struggle to adequately fund the education of our Kansas children. Every time I meet with principals, teachers and other school administrators, the concern that always comes up is the funding of IDEA. Kansans are skeptical about new Federal education programs, especially since we do not adequately fund the current programs. We do not understand why year after year more and more federally-created initiatives receive funding when already established programs are not adequately funded.

Last year, a resolution was introduced in this House encouraging the President and Congress to work together to fully fund our obligations under IDEA. That legislation passed the House, signaling that Congress is ready to meet those obligations to local school districts and their taxpayers.

The President's budget for the year 2000 provides only a level funding of IDEA. During this same year, the number of children with disabilities is expected to increase 123,000, while this means that the administration's budget will, in reality, be a cut in IDEA from \$702 per child in 1999 to \$688 in the year 2000.

This is not right, it is not fair, and I call upon my colleagues to meet our obligations to the schoolchildren across the country to fully fund IDEA.

Mr. GOODLING. I thank the gentleman, and I now yield to the chairman of the Committee on International Relations who wants to talk about domestic affairs.

Mr. GILMAN. Mr. Speaker, this is an important domestic affair, and I thank the gentleman for yielding, and I am pleased to rise today in support of the gentleman from Pennsylvania, the chairman of our Committee on Education and the Workforce, Mr. GOODLING, in his efforts to raise awareness about the limited funding for Individuals with Disabilities Act, IDEA.

In passing IDEA back in 1975, the Congress required the Federal, State and local governments to share the cost of educating children with disabilities. When enacted, the Federal Government was intended to assume 40 percent of the national average per pupil expense for such children. While Congress has authorized this amount since 1982, regrettably the appropriation amount has never come close to the stated goal of 40 percent.

Last year, it reached the highest level ever, thanks to the efforts of our good chairman, Mr. GOODLING, highest level ever at 12 percent; and now the President is requesting the program be cut to 11 percent for Fiscal Year 2000. This result has been an enormous unfunded mandate impacting our State and local school systems, requiring them to absorb the cost of educating students with disabilities; and in doing so local school districts have had to divert funding away from other students and other educational activities.

Mr. Speaker, this has had the unfortunate effect of draining school budgets, decreasing the quality of education locally and unfairly burdening our taxpayers. Local school districts are spending as much as 20 percent of their budgets to fund IDEA. Since the Republican party took control of Congress, IDEA appropriations have jumped dramatically. Since 1995, the funding levels have jumped 85 percent over prior funding and have demonstrated our commitment to help the States and local school districts provide public education of children with disabilities.

I say it is now time for Congress to make good on its promise to fully fund IDEA at the promised 40 percent. We can no longer allow the States to try to make up the difference between the funds they have been promised and the funds they actually receive from the Federal Government.

In my own district, the schools are strongly feeling the negative effects of the lack of IDEA funding. East Ramapo School District in Rockland County, New York, should have received \$2 million for IDEA, but according to 1995 figures they only receive \$398,000, a difference of \$1.6 million. Similarly, my own hometown, the Middletown City School District in Orange County, New York, was expecting \$1.6 million, but actually only received \$316,000, a difference of \$1.3 million.

In addition to cutting IDEA funding, the President has refused to recognize this strain on local school districts by not requesting any increase in funds for grants to States for providing assistance to educate children with disabilities. Moreover, the President wants to create new Federal programs which can do some good things for the Nation, but should not we be worrying about the programs we already have but have never fully funded? We cannot continue to underfund IDEA and impose this unfunded mandate on the States at the very same time that we want to introduce new programs.

Mr. Speaker, it is time for the Congress to show that we are truly interested in our Nation's children's education. By fully funding IDEA, Congress will simultaneously ease the burden on our local school budgets while assuring that students with disabilities receive the same quality of education

as their nondisabled counterparts. Once the Federal Government begins to pay its fair share, local funds will be available for school districts to be able to hire more teachers, reduce class size, invest in technology and, more importantly, will be able to lower local property taxes for our constituents.

So, in closing, I urge my colleagues to fully support our distinguished education chairman in his efforts to provide full funding for the IDEA program.

□ 1545

Mr. GOODLING. I thank the gentleman for participating. I realize that the problem is on both sides of the aisle no matter what part of the country they represent, and I am sure the gentleman from Maine (Mr. BALDACCIO) can tell us about problems he is faced with on this same issue.

Mr. BALDACCIO. Madam Speaker, I thank the gentleman from Pennsylvania (Mr. GOODLING) for yielding.

Madam Speaker, I want to thank the chairman, the gentleman from Pennsylvania (Mr. GOODLING), and the gentleman from New Hampshire (Mr. BASS) and the other Members for coordinating the hour and for highlighting this issue. It is a very important issue, as we see not only from Maine but throughout the country.

I am a strong supporter of the Individuals with Disabilities Education Act, or IDEA, and I strongly agree that every child deserves the opportunity to benefit from a public education. We must do all we can to ensure that every child reaches his or her fullest potential, but we must also recognize the tremendous cost of this endeavor.

In fact, the cost of educating a disabled student is, on average, more than twice the cost of educating a nondisabled student. If our schools are truly to serve all students, the Federal Government must increase its commitment to IDEA funding.

When IDEA was first enacted, Congress committed to nearly 40 percent of the cost. However, the Federal Government has consistently fallen short of this goal. As special education continues to rise in cost, we fall further behind. Currently we are funding it at a little bit under 12 percent, and it was through the chairman's efforts and the efforts of this Congress to ensure the efforts got to that particular level.

This is having a devastating impact upon our State and local budgets. In Maine, the share of the State of special education funding has skyrocketed over the past decade. For fiscal year 1999, Maine has received approximately \$20 million in Federal IDEA funds. This represents a Federal share of only about 13 percent. In fact, the State of Maine would be receiving an additional \$39 million if we were meeting our 40 percent funding goal. Rather than sharing 60 percent of the burden, Maine's State and local property taxpayers are shouldering nearly 90 percent of the cost of this program.

As I travel through my district, through one end of the State to the other, this is the issue that is being most raised by parents, by families and by educators and school board members. The things that I am being told that they are cutting are art programs, they are cutting music programs, eliminating field trips and cancelling extracurricular activities in an effort to keep the budget balanced. Property taxpayers simply cannot bear any more, and I know that the situation is similar throughout the rest of the country.

The bottom line is that the Federal Government needs to step up to the plate, to meet its 40 percent commitment of special education costs. I realize that we must act within the constraints of a balanced budget, but I am confident that we can reach this goal. I want to thank the chairman, the gentleman from Pennsylvania (Mr. GOODLING) for his attention to this issue, my colleague and friend from neighboring New Hampshire, the gentleman from New Hampshire (Mr. BASS) for his work, and other Members, on this issue.

This has been through their tireless efforts that we have gotten this funding increase and I appreciate it. I look forward to working with the chairman and other Members.

Mr. GOODLING. Madam Speaker, the gentleman from New Hampshire (Mr. BASS) has been picking up the mantle that I have carried for so many years, and I am sure he can tell us about similar experiences in the area that he represents.

Mr. BASS. Madam Speaker, I thank the chairman for those comments. Nobody has worked harder for educational priorities in this country than the chairman, the gentleman from Pennsylvania (Mr. GOODLING). I am a late-comer to this process but that does not in any way dampen the ardor with which I feel that we should address the issue of full funding of special education.

My good friend, the gentleman from Maine (Mr. BALDACCIO) stated it so well when he commented about all the ways that full funding of education can affect our communities, from property taxes to parents to teachers, to school districts, to funding priorities. It will make a tremendous difference.

I am standing here today on this side of the aisle to demonstrate that full funding of special education is not a Republican issue, it is not a liberal issue or a conservative issue. It is not a Democratic issue. It is an issue that every single Member of Congress and every single citizen of this country, most notably property taxpayers, should be concerned with. Indeed, depending upon what school districts decide to do, one can say that fully funding special education can be a form of property tax relief for every property taxpayer in this country.

It returns the decisions for local spending for education to the local level. If we fully fund special education in New Hampshire, the total funding for special ed. will go from \$19 million, as it is today by the way, from \$17 million, thanks to the efforts of our chairman here, to \$64 million. That is an increase of \$45 million. That is real money in New Hampshire for education spending. Those are funds that can either be spent on school improvement, it can be spent on hiring of new teachers, it can be spent on building construction, it can be spent on property tax relief, it could be spent on curriculum improvement, depending upon what the local school district in that area wants to do.

Indeed, as has been said by other colleagues of mine, this special ed. issue is the largest unfunded Federal mandate probably in the history of this country. We make 100 percent of the rules here in Washington for special education. Sad to say, we fund 10 percent of the cost. Ten percent is better than 5 percent, where it was 5 years ago.

In New Hampshire now almost 20 percent on average of the funding of every single school district goes into special education. In some school districts, it is more than 50 percent of the total school budget.

Take a small town, if a single family moves into that town, they could take up half of the entire budget of the town of 100 or 150 people. Think of what that does to that poor family. Think of what it does to the relationship between those individuals and the rest of the citizens of the town.

What we are talking about here is a promise that the Federal Government made many years ago and has never fulfilled.

I want to urge my colleagues, as we deal with the budget here this year, as we deal with the appropriations, as we make important and critical decisions with respect to what we do with this cash surplus, I agree that we should reduce the debt, that we should save Social Security, that we have an obligation to meet our defense needs, but we also have an obligation to meet this unfunded Federal mandate and provide these resources to local school districts.

So I want to thank the chairman for having taken the lead in this issue long before I was even in Congress, and I am glad that we have scheduled this special order and I hope we continue to spread this message loud and clear.

Mr. GOODLING. Madam Speaker, the gentleman from California (Mr. CUNNINGHAM) is married to an educator who has to deal with this issue. I think she probably has to deal with this issue every day.

Mr. CUNNINGHAM. Madam Speaker, I thank the chairman for yielding. It is nice to let an appropriator come over and speak.

When I was subcommittee chairman, when the gentleman from Pennsylvania (Mr. GOODLING) was my boss, we worked through this and actually went to the White House and had it signed. It is not just a funding problem. Alan Bersin, who was a Clinton appointee at one time, is now the superintendent of San Diego city schools. I met with Alan Bersin. I think he is trying to do a magnificent job but his number one problem is special education and he is trying to sort it out.

There is a lady named Carolyn Nunes, the director of all special education in San Diego County. She happens to be my sister-in-law, but she said that teachers daily are being brutalized by trial lawyers.

They are teachers. They do not go to court. They do not handle that. Especially when the Department of Education refuses to put out the guidelines, they do not know how to operate, what to do and they are getting brutalized every day, and we are losing those good teachers, those special education teachers, out of the system.

So it is not just funding. It is the trial lawyers. It is the unions, and we need the attack dogs called off so we can get support for our teachers in a normal setting for the special education teachers and the families. The trial lawyers are setting up these cottage organizations and preying on the schools.

It is a united front, both Republican and Democrat. If we want to help the children in all areas, then we need to do something about this.

Mr. GOODLING. Madam Speaker, the gentlewoman from Maryland (Mrs. MORELLA), who lives right next door, has similar problems, I am sure.

Mrs. MORELLA. Madam Speaker, the gentleman is absolutely right, and I thank him for yielding time to me.

Madam Speaker, it is a district that cares very much about education, and they do care about the funding for IDEA. I rise to add my voice in support of increased funding for programs for special need students under the Individuals with Disabilities Education Act, and I thank the gentleman from Pennsylvania (Mr. GOODLING) for his leadership through the years.

In 1975, Congress passed the Education for All Handicapped Children Act, which mandated that all States provide free and appropriate education for disabled children by 1978. This act, commonly referred to as PL 94-142, established a Federal commitment to provide funding aid at 40 percent of the average per pupil expenditure to assist with the excess costs of educating students with disabilities.

Over the last 24 years, Congress has not even come close to funding IDEA at the 40 percent level. When the 104th Congress convened, the Federal Government was only paying about 7 percent of the average per pupil expenditure and I am pleased to say, as some

of my colleagues have already mentioned, that since 1995, when the Republicans took control of Congress, funding for IDEA has risen more than 85 percent. Presently we are providing only about 12 percent of the average per pupil expenditure.

The Congressional Research Service estimates that it would take \$14 billion to fully fund part B of IDEA. Congress only provided \$4.3 billion for part B in the fiscal year 1999 appropriations bill, and this means that States and local school districts are left with an unfunded mandate of about \$10 billion. Yet, our President, in his budget for fiscal year 2000, proposes only level funding for IDEA. This means that if President Clinton has his way, the Federal Government would actually cut the Federal share to 11 percent next year. So in no way should we go along with this budget request, especially when the number of students with disabilities is expected to increase by 123,000 by the year 2000.

The President's budget proposal would reduce the Federal contributions for children with disabilities from \$702 per child in fiscal year 1999 to \$688 per child in fiscal year 2000. Currently, I believe that special education is suffering a backlash in America. Many parents and some educators believe that resources for special education are taking away funding for general education services. Most school districts spend about 20 percent of their budgets on special ed., much of which covers the unfunded Federal mandate.

In my own district, the Montgomery County School System receives a little over \$4 million. If IDEA were fully funded, as the chairman would like to see and other Members of this House, Montgomery County schools would receive more than \$21 million. That would be an increase of over \$17 million. Montgomery County schools could certainly do a lot with \$17 million. The school system could concentrate on hiring high quality teachers, training them, putting more technology in the classrooms.

So I would like to commend, again, my colleague, the gentleman from Pennsylvania (Mr. GOODLING), who has been calling for increased funding for IDEA since he became chairman of the Committee on Education and the Workforce. It has been a passion with him and it has become contagious.

Certainly, I have heard his message and agree that if the Federal Government begins to pay its fair share, local funds would be freed up, allowing local schools to use their money for much needed education services.

As a former teacher, I remember the days when only two and a half decades ago that disabled children were unserved and underserved. We cannot go back to that time. Before IDEA, many children with disabilities had no future. IDEA has created a future for

these children with real opportunities, has been a success in human terms.

Children with disabilities are part of the American family. IDEA provides children with disabilities the opportunity to fulfill their dreams, to be accepted by everyone in their community, attend school, live and work in regular environments. If we provide fair Federal funding for special ed., we can better ensure that children with disabilities will receive the best education possible.

Mr. GOODLING. Madam Speaker, I yield to the gentleman from Delaware (Mr. CASTLE), the subcommittee chair, who has to deal with elementary secondary issues. He is also a former governor who has raised funds to take care of unfunded mandates that have come from the Federal level.

Mr. CASTLE. Madam Speaker, I thank the chairman very much for yielding. I do want to join him in support of what he is trying to do here and what he has been trying to do for many, many years. He deserves a great deal of congratulations on this.

The chart that the gentleman from Pennsylvania (Mr. GOODLING) has next to him, which shows the percentage funded at about 10 percent now, it has been as high as 12 percent, I believe, when it should be 40 percent. It shows that big gap. That big gap basically is an area that should be filled with Federal dollars and if it is, as has been stated here so well, then we would free up the local dollars to do the very things that we are talking about in Washington and that they are talking about at the States and the local school districts, to hire more teachers in order to get smaller classrooms, to fix up our schools, to move in to the world of technology in the fastest and best way possible and to do all the other things we have to do in education.

I did see this on a local level. Basically, the Federal Government has come along with the courts and they have stated that all States must provide a free and appropriate education to disabled children. That is a very broad classification. The gentleman from New Hampshire (Mr. BASS) and I were just discussing the various cases and some of the expenses we can get into with children with disabilities. Perhaps some of that has not been managed as well as possible but some of it is extraordinarily expensive.

□ 1600

We are expecting our State governments and our local school districts to pick up that cost at a tremendous burden, and well beyond what they should be. Well beyond the 60 percent that they were supposed to deal with, and that is a tremendous burden at the State and local level as they look at these particular problems.

We have simply failed to do what we have to do, I believe, as a Federal Gov-

ernment. And I am not one who believes we can correct it all at once. In fact, I am not sure what those dollars are. Maybe that is the ultimate advocacy policy. But we are now, with the leadership of the gentleman from Pennsylvania, on a trend where we are going up.

Unfortunately, the President has not met this in his budgeting requirements from year to year. In order to supplant what they have to do on a Federal basis, with the gentleman's leadership, we are doing that. We have had broad representation here from all over the country and from both political parties there is a great deal of interest in getting this done.

There is no better way that the Federal Government could help with the local problems of dealing with running of our schools. There is no issue which is more important than education. Once we get beyond health and welfare and security of our country, we need to deal with the education of our young people. And if we were able to do this, we could indeed give them the opportunity to do all of those things that the President and so many educators talk about.

The gentleman from Pennsylvania has hit upon an issue which makes tremendous sense in terms of what we should be doing at the Federal Government level, and for that reason I stand here with him to try to help in this effort to try to do this so that we can help education every way possible.

If I could throw in a good word for education flexibility at the same time, because they are not entirely unrelated, education flexibility is going to have a hearing in our committee tomorrow. It is going to have its markup next week in the committee, and hopefully will be on the floor 2 weeks from now.

That is a program that all 50 governors have endorsed. All 50 governors do not endorse anything as far as I can see. This may be the first time, as far as I know, in the history of the Governors Association that this has happened. This gives the flexibility to take a lot of Federal programs and be able to make decisions on how to spend money. Full-day kindergarten, pre-kindergarten, whatever it may be.

They still have to meet all the commitments and there are all manner of checkbacks to make sure that they are doing their job properly, and the Secretary has to check off, but it enhances their ability to do this. If we were able to supply the money to do this and give them the flexibility to take the existing Federal programs which are out there and be able to tailor it to their own community, those would be two tremendous steps for education. It would take us light years ahead of where we are now.

So, we are up to some very good things in the Committee on Education

and the Workforce under the leadership of the gentleman from Pennsylvania going on right now, and I hope that we are all paying attention to it. I hope that Members over in their offices, everybody in the House, is listening to what we are doing here today, because these are two steps that will take education way ahead of where it has been before from a Federal point of view.

Madam Speaker, I thank the gentleman for the opportunity of speaking today and I congratulate him and I hope that we can get these done as soon as possible.

Mr. GOODLING. Madam Speaker, I want to make sure that anyone who is watching the program has heard what almost every Member has said. If we move this red line up to the 40 percent, which is up here at the blue line, property taxes have a good opportunity of going down because property taxes are going up, up, up because the local district has a Federal mandate. But the Federal Government does not put the money there, so the local district has to raise the taxes in order to fund the special education Federal mandate.

Another Member of the committee, another Pennsylvanian also, has the same problems down close to Philly.

Mr. GREENWOOD. Madam Speaker, let me begin by saying that it is the wisdom of the gentleman from Pennsylvania (Chairman GOODLING) that has brought us to this point. I remember 2 years ago on the floor of the House I came up to the gentleman and said, if we could do one thing for education that would really make a difference, what would that be? He said, "Fully fund special education," and I have been a soldier in that army ever since.

Madam Speaker, the times that I feel best about being a Member of Congress are the times when, first off, we take serious actions that actually affect real people in very real ways. And secondly, it is a time when we kind of transcend the usual partisanship that prevails so often in the House. We transcend the notion that for one of us to win our agenda, somebody else has to lose and we have to do battle here for competing interests.

Fully funding special education meets both of those tests. It meets the test of really helping Americans who need it and also we can do it in a win/win fashion. Let me elaborate on that.

We Republicans have a tendency to talk about dollars and cents too much and in trying to figure out how to balance the budget and we forget sometimes to talk about the human impacts. We are talking here about 5.8 million children. Children with mental retardation. Children with learning disabilities who have the heartbreak of going to school and being excited and finding out that no matter how smart they are, they cannot quite read up to speed right away. Children with physical disabilities and children who have

difficulty hearing. Children who have difficulties with speech.

Madam Speaker, we have the opportunity and we have the program under IDEA to help change the lives of these precious children. By fully funding IDEA, we get to make sure that the Federal Government and the Congress lives up to its obligation.

But secondly, this is an issue that enables us to transcend the win/lose scenario that often prevails. This is an opportunity for us to share a broad agenda on education so that my colleagues in the City of Philadelphia, who are particularly worried about school construction and think that should be our priority, well, we say to them, just imagine if the Philadelphia School District or the New York School District or the Chicago or the L.A. School District has fully funded from the Federal Government their special education mandate. They would be rolling in millions of dollars to build schools.

My colleagues who want to focus on technology and computers for the classroom, the same thing occurs. All of those extra unbudgeted dollars could go to that. And for those school districts that want to reduce class size, here is the golden opportunity. We take the special ed. burden off of their backs and let them use the surplus for reducing class size. And if communities want to reduce taxes in their district, the opportunity is here to do that.

This is what my kids call a "no-brainer." This is an obvious thing to do. And the question occurs, well, then why would we not all immediately agree and why would the President not agree? When Secretary Riley, the Secretary of Education, was before our committee, I asked the Secretary, "Would you like to see us fully fund special education?" He said, "Yes, I wish we could do that." And I said, "Well, do you advocate that?" He said "No, I do not advocate that we do that." He just wishes that we do it? Why is that?

Madam Speaker, I think the answer is that with a bureaucracy as big as the Federal Department of Education, every little division in there has to have its pet program. And I think the President is at fault to some extent in trying to be all things to all people in the education arena, so that he creates nine new programs, expands the plethora of programs that we have, and now we do too many things with too little effort. We are forcing the school districts to beg for little pots of money, targeted money specialized with all kinds of strings attached, instead of trusting the school districts to take the special education funding and free their budgets up to do what is important in their school district.

I think we can do that. I think we should do that. It is the right thing to do for these children. It is the right thing to do to engender a spirit of bi-

partisanship across the aisle and to work cooperatively with the President. I hope that my colleagues on both sides of the aisle in the House and the Senate and the President will understand the wisdom of the gentleman from Pennsylvania (Mr. GOODLING) in this regard.

Mr. GOODLING. Madam Speaker, I thank the gentleman from Pennsylvania for his cooperation. And I know that we have the same problems up around West Point, I think, in New York. I recognize the gentlewoman from New York (Mrs. KELLY).

Mrs. KELLY. Madam Speaker, I want to compliment the gentleman from Pennsylvania (Mr. GOODLING) on his leadership, not only on the committee but on this particular issue.

When I first decided to run for Congress, I want to echo my colleague from Pennsylvania who said he asked what we could do for the schools. I called a friend of mine, having been the local president of the local PTA, I called a friend of mine who was active with school boards and I said, "Judy, what do we need to do for the schools?" She said, "Fully fund IDEA. That is the kind of help we truly need."

So, Madam Speaker, today I rise to urge my colleagues in the House to make the 106th Congress the Congress that finally lives up to the commitment to the American people and the students and the taxpayers to fully fund IDEA.

Over 20 years ago, Congress passed a law that pledged that the Federal Government would provide 40 percent of the funding to assist school districts, and we can see it there on the chart, as we can see the big funding gap. We promised we would deliver 40 percent of that funding.

For the last 24 years, the Federal Government has failed to live up to this commitment. It is long past time that we correct this problem, because it represents a major unfunded mandate on our local taxpayers.

Prior to 1995, Congress' commitment to IDEA was only 7 percent, far short of the 40 percent commitment we needed. Since 1995, we have boosted IDEA funding by 85 percent, which is a major step in the right direction, but we still have a lot to do to meet our obligation to the schools.

Unfortunately, the administration's budget tries to derail our progress. According to the budget that was submitted at the beginning of this month, the administration reduces funding for IDEA from the current level of 12 percent to 11 percent, nowhere near the 40 percent that Congress years ago promised our local schools.

As a former teacher, I am well aware of how hard it is for school districts to make the tough choices in their budget. It is estimated that school districts spend approximately 20 percent of their budget to cover the unpaid Federal

share of education costs. If we were able to fulfill our obligation, that would leave 20 percent of every school's budget in this Nation to be used for other purposes like staff training, curriculum enhancement, hire more teachers, do the things that we know we need to do to give our children high quality education.

As the gentleman pointed out, there is a possibility that schools can also return that because they have to make that money up in property taxes. The overwhelming amount of their budget comes from local property taxes. By the Federal Government leaving unfunded the three-quarters of the cost of the mandated program, that is a terrible burden on all of us in every school district. With full Federal funding, those local governments can choose.

In my congressional district in New York in one school district, the Peekskill School District, they receive only \$148,394. If IDEA were fully funded in Peekskill, the district would receive \$760,371. That is a difference of \$612,000, a burden that local taxpayers in the City of Peekskill have to bear.

The Congressional Research Service has estimated that \$14 billion is needed to fully fund Part B of IDEA. In fiscal year 1999, the appropriation for Part B was \$4.3 billion, leaving the State and local governments to make up \$10 billion.

Madam Speaker, one of the most important issues for Americans today is education. We all know the importance of a quality education and it is time we do everything in our power to ensure that our students get the best education possible. An unfunded mandate of \$10 billion impedes the ability of the individual districts to use their budget for other purposes.

As we move into this year's budget cycle, we have to remember the importance of this program and hold true to the promise, our promise that Congress made so many years ago to fully fund IDEA.

Madam Speaker, I stand 100 percent behind the commitment of the gentleman from Pennsylvania (Mr. GOODLING). I applaud him and I thank him for letting me speak on this important issue.

Mr. GOODLING. Madam Speaker, I know that the New Jersey problems are far greater than 2 minutes, but I hope the gentleman from New Jersey (Mr. FRELINGHUYSEN) can explain most of them in that time.

Mr. FRELINGHUYSEN. Madam Speaker, I thank the gentleman from Pennsylvania for his leadership and for arranging this special order. I met with my congressional colleagues, both Republicans and Democrats, yesterday with New Jersey's governor, Christie Todd Whitman. She noted that if the Federal share of IDEA was fully funded, our State of New Jersey would receive over \$300 million more a year

than we do now, and New Jersey received approximately \$72 million in 1999.

To pay for IDEA, money, I think as we know, has been diverted from other programs. Too often, many of the towns throughout our Nation, most particularly certainly in my State, municipalities have been forced to raise property taxes.

Madam Speaker, I am very pleased to be working with the gentleman from Pennsylvania and the gentleman from New Hampshire (Mr. BASS) and other congressional colleagues to promote full funding of the Federal obligation. I am here today to work towards that effort and to salute the gentleman for his leadership.

Mr. GOODLING. Madam Speaker, I thank all who participated. The message for the President is very clear. Before we talk about any other new programs which may become unfunded mandates in a short matter of time, let us talk about funding the big Federal mandate which is special education.

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If you did that, for instance, St. Louis City would receive an extra \$8 million; in California, West Contra Coast Unified, \$6 million; in Michigan, in Genessee school district, an additional \$14 million; New York City District 23, an additional \$170 million; and it goes on and on and on.

That means that the local school district must raise the funds to support our Federal mandate for special education. That 40 percent of excess costs means that they must pick up the tab, and, therefore, they cannot do preventive maintenance. They cannot reduce class size. They cannot take care of teacher preparation. They cannot buy the materials and the supplies needed. They cannot introduce modern technology. They cannot do reading readiness program. They must raise the money locally to fund this special education mandate.

So, again, Mr. President, we call on you to help us, help us meet this mandate so that local school districts do not have to continually raise their property taxes and then can only fund a very small percentage of their students because of the Federal mandate.

We have a big job to do. We have come a long way in the last 3 or 4 years, but we have a long way to go. I would call on every Member of Congress. I realize it can become open-ended. I realize that we have to make sure that there is not over identification because there is at the present time. I realize that we have to zero in on what constitutes special education because it could become open-ended and we could never get to the promise land of the 40 percent.

But, boy, we have a long way to go. We have to go from 12 percent to 40 percent just to give the kind of relief

that is needed back there so all children, all children can get a quality education.

So I thank everyone who participated today and ask all Members of Congress to join in this crusade that I have carried on for 24 long years, to make sure we put our money where our mandate was.

Mr. BALLENGER. Madam Speaker, I must say that I'm surprised that a President who stresses the importance of strengthening our educational systems has actually proposed through his FY 1999 budget to level fund the only underfunded federal mandate in education—The Individuals with Disabilities in Education Act (IDEA). In fact, considering that the number of children with disabilities is projected to increase by 123,000 from 1999 to 2000, the President's budget request actually cuts funding for children with disabilities from \$702 per child in FY 1999 to \$688 per child in FY 2000.

Under IDEA, the federal government is to provide funding aid at 40% of the average per pupil expenditure to assist with the excess costs of education students with disabilities. However, the appropriations for IDEA have not come close to reaching the 40% level. Federal funding has never risen above 12% of the cost of educating these children. Before the 104th Congress when Democrats controlled the House, the federal government was only paying about 7% of the average per pupil expenditure. We are now paying 12% of these costs. That means that since Republicans took control of Congress, IDEA appropriations have risen by 85%! Now, we are not up to the 40% promised; however, we are fighting to further increase federal funds for this very important program while the President requests no funding increases.

In his FY 1999 budget, the President does propose creating new federal programs in education. It is my feeling that before we create new programs we must ensure that the federal government lives up to its promises made to students, parents, and schools by increasing funding for a program already on the books that is terribly underfunded. When the federal government begins to pay its fair share of IDEA costs, local funds will be freed up, enabling local schools to hire and train high quality teachers, reduce class size, build and renovate classrooms, and invest in technology.

In my district, the Catawba County schools, for example, receive \$712,800 from the federal government for IDEA. If the federal government paid its promised share, this school district would receive \$3,652,387, an increase of \$2,939,600. This year the state of North Carolina receives \$58,238,500 for IDEA. If fully funded, my state would receive \$298,416,600, a difference of \$240,178,100.

It is imperative that we increase funding for this program. I'm disappointed that the President has not joined with us in this endeavor, however, I hope that he will begin to see that increased funding will not only help IDEA students, but all students who see school resources diminishing daily and the quality of their education being reduced. Let's all work together to fully fund IDEA so that out children are not shortchanged a quality education.

RESIGNATION AS MEMBER OF COMMITTEE ON SCIENCE

The SPEAKER pro tempore (Mrs. EMERSON) laid before the House the following resignation as a member of the Committee on Science:

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, DC, February 17, 1999.

Hon. DENNIS HASTERT,
Speaker of the House, The Capitol,
Washington, DC.

DEAR SPEAKER HASTERT: I am writing you today to respectfully request a leave of absence from my position as a member of the House Science Committee.

I am making this request so that I may better concentrate my efforts on my position as a member of the House Transportation and Infrastructure Committee, where I am a ranking subcommittee member. Specifically, I would like my leave of absence to be temporary and to last for the duration of the 106th Congress. I also wish to retain my level of seniority on the Science Committee during my leave of absence. In addition, I have previously notified Minority Leader Gephardt and Ranking Member Brown of my intention to take a leave of absence from the committee.

I want to thank you for your attention to my request, and I hope that you will look upon it favorably. Should you have any concerns about this request, please do not hesitate to let me know.

Respectfully,

JAMES A. TRAFICANT, JR.,
Member of Congress.

The SPEAKER pro tempore. Without objection, the resignation is accepted. There was no objection.

RESIGNATION AS MEMBER OF COMMITTEE ON RESOURCES

The SPEAKER pro tempore laid before the House the following resignation as a member of the Committee on Resources:

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, DC, February 18, 1999.

Hon. J. DENNIS HASTERT,
House of Representatives,
Washington, DC.

DEAR MR. SPEAKER: I am writing to formally express my desire to resign from the House Committee on Resources.

Thank you for your assistance.

Sincerely,

WILLIAM D. DELAHUNT.

The SPEAKER pro tempore. Without objection, the resignation is accepted. There was no objection.

IN MEMORY OF ERVAN N. CHEW

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Texas (Ms. JACKSON-LEE) is recognized for 5 minutes.

Ms. JACKSON-LEE of Texas. Madam Speaker, it is not often that we can rise to the floor of the House with both feelings of joy and deep sadness. I have a particularly unique privilege because I can rise before the American people today and pay tribute to a truly great

American, someone who we lost too young and too soon. But the joy I have in sharing his legacy and his spirit with all of my colleagues, but particularly the young people.

I rise, Madam Speaker, to pay tribute to Ervan Chew, someone who lived on this land and on this earth from 1956 to 1999. But he lived it with vitality and vigorousness and a love for life. In fact, to his very end, his demise was caused because he was doing too much for the community to take care of himself.

Ervan Chew was a bright and shining star in the Houston community throughout the entirety of his too-short life. In a time when role models for our youth are sometimes few and far between, Ervan Chew stood out as a civic leader, not because of his words, but because of his deeds.

He was a tireless volunteer who was willing to give of himself for causes that he believed in. Simply said, Mr. Ervan Chew was the ultimate volunteer and a civil servant of the highest order.

For that reason, Ervan was often sought after by people and groups in need of assistance. Mr. Chew served in multitudes of leadership positions with various nonprofit organizations, often at the same time.

Can you imagine, coming from Houston, Texas, he participated in Leadership Houston, an organization that developed leaders, not for self, but in order to take their leadership and make things better.

He was a good scout. Oh, you say, yes, he was a good Boy Scout. No, he worked for the Girl Scouts and the Boy Scouts. So he took the theme of making your camp better than how you found it truly as part of his creed. He made it better for the Girl Scouts, the Boy Scouts, the Houston Forum Club, the American Leadership Forum, the National Asian Leadership Fellowship, the United Way, the Houston Junior Chamber of Commerce, the Volunteer Center, Save the Children, the Wesley Community Center, the American Red Cross, the Chinese Seniors Association, and the Houston Independent School District. When Ervan Chew took positions with those organizations, he always did more than what was expected of him.

As other civic servants from Houston would be quick to tell us, when one saw Ervan Chew was working alongside of one on a project, one always knew that one's mission would be accomplished. Along with compassion and benevolence, he exuded a quiet patience and determination that, all by itself, could drive any worthwhile project to completion. As those qualities were easily recognizable to his peers, it was only natural that he was recognized officially by those he worked with, and he often was.

During his too-brief life, Ervan Chew earned 57 Boy Scout merit badges and

was promoted to Eagle Scout. He was awarded the prestigious Silver Beaver Award in 1986 by former President Gerald Ford, and won the Mayor of Houston's Volunteer Service Award just a few short months before his death.

Although he was showered with awards and accolades fit for but a few great citizens, I believe Ervan Chew truly believed his deeds were fully compensated with warm smiles from the beneficiaries of his good work.

Ervan will always be remembered as someone who was willing to work hard to make his community a better place for all of us. Part of his legacy is that Houston is a better place because of him. But I believe there will be more.

I hope and pray that people will see how rewarding Mr. Chew's life was and will be willing to follow in his footsteps by volunteering for a group or activity or just simply taking up a cause, having a passion about it, being convicted, saying to someone who says "no," saying "yes, we can do this."

I was truly saddened by the loss of this young warrior. Ervan Chew's legacy of altruism and selflessness will live in the hearts of each person he touched through his good deeds.

There was more to Ervan than what he did externally or outside of his home. He had a loving wife, and they loved each other. They loved his native land of China, his father and his mother, his beloved aunt who raised him who I had time to share moments with, his brothers.

For me, Ervan will be deeply and sincerely missed, Madam Speaker. In fact, so many of our hearts are broken, for not because we needed to have Ervan nurture us, but because we knew there was more than he could do. He touched our lives, he touched our hearts, and he flew high where the eagles fly.

Ervan, I tip my hat to you, but I imagine your wings are strong, and I hope that your memory will live on, not in just our minds, but in our deeds. God bless Ervan and God bless his family and God bless America.

Madam Speaker, I insert the following letter into the RECORD:

JANUARY 22, 1999.

To the Family of Ervan Chew:

On behalf of the Eighteenth Congressional District of Texas, I would like to offer you and your family my deepest sympathy on the passing of Mr. Ervan Chew. I was truly saddened to hear of Mr. Chew's passing and wanted to convey to his family my heartfelt condolences.

I hope on this day, however, amidst all the grief, you will feel gratitude for Ervan's magnificent life, determination to carry on his legacy and keep it alive, and the peace of God which takes us to a place beyond all our understanding.

The Bible tells us, "though we weep through the night, joy will come in the morning." Ervan Chew's incredible life force brought us all joy in the morning. No dark night could ever defeat him. And as we remember him, may we always be able to recover his joy. For this man loved life and all the things in it. He loved his wife, his